

Research Article**EXPLORING STUDENTS' PERSPECTIVES ON HAVING SPEAKING EVALUATIONS IN ENGLISH LANGUAGE IN SOME LEBANESE SCHOOLS*****Dana M. Kakoun**

Saint Joseph University of Beirut, Lebanon

Received 10th June 2024; Accepted 15th July 2024; Published online 20th August 2024

Abstract

The study explores the lack of comprehensive discussing the evaluations in Lebanese ESL programs for grade eight students in Mount Lebanon. Further, the study has implemented social learning theory also it uses qualitative research and group interviews to understand students' perspectives on speaking evaluations and their impact on language learning. The study uses a qualitative approach to analyze grade 8 students' perspectives on including speaking assessments in English language learning curriculum, using focused group interviews, thematic analysis, and ethical considerations. The study shows that students in all schools are encouraged to practice speaking English, with a positive view of speaking evaluations. However, concerns about teacher preparation and support persist. Family support is crucial for improving speaking skills. Students believe speaking evaluations accurately measure language proficiency but suggest a comprehensive approach.

Keywords: Talking assessments, ESL curriculum, Lebanese eight grade students.

INTRODUCTION

English is crucial for global cooperation and communication, and English as a Second Language (ESL) proficiency is a vital tool for professional, academic, and personal growth (Tsang, 2017). Students' perceptions of self-assessment in Link and Match vocational high school, finding most found it helpful in understanding speaking skills and achieving course goals, but some found it less useful (Alek *et al.*, 2020). The effectiveness and role of online applications like Quizzes in English language learning and teaching. The results show that Quizzes is effective, positively impacts learning and teaching, and teachers and students have positive perspectives on its use (Degirmenci, 2021). Proficiency in English language use is not only beneficial for scholastic achievements but also essential in several practical contexts (Bashir *et al.*, 2011). This study investigates students' perceptions of the lack of speaking examinations in Lebanese schools and its potential impact on their language learning and overall competency (Saba'Ayon, 2013). Student evaluation policies and practices for the Lebanese English language curriculum, focusing on new assessment methods in pre-school and elementary school classes. It argues that traditional paper tests cannot cover the variety of activities in elementary ESL classrooms. Alternative forms of assessment, such as performance-based assessment and portfolios, are considered, treating assessment as an integral part of teaching (Shaaban, 2000). Automated writing evaluation (AWE) found that machine feedback is more effective when combined with teacher feedback. Japanese college students appreciated human direct and indirect feedback more for its appropriateness and reliability, suggesting machine feedback should be used alongside teacher feedback (Kawashima, 2023). The key purpose of providing an insight into the views of the students on being orally evaluated for their English Language competency in Lebanese schools is

that good oral communication skills are a vital part of our world today that is full of diverse people with different cultural backgrounds. English language proficiency is highly valued as a crucial tool for international communication, academic success, and career advancement (Vinnikainen, 2022). In Lebanon, where English is broadly taught as the second language, the students can be useful information on their views about the evaluations of speaking (Karam *et al.*, 2017). Therefore, such feedback will enable teachers to make clear assessment and get to know the setbacks and opportunities the students experience while trying to develop linguistic skills. By examining students' experiences, perceptions, and attitudes towards speaking evaluations, educators and policymakers can make informed decisions to enhance English language teaching and assessment strategies, ultimately fostering students' linguistic competence and preparing them for future language demands in various spheres of life. This research examines students' perceptions of the Lebanese ESL curriculum's lack of a comprehensive speaking assessment, aiming to inform policymakers, curriculum developers, and teachers.

Research Problem

The Lebanese curriculum's emphasis on written exams and oral grades has led to a systemic underestimation of students' speaking abilities. This has resulted in a narrow focus on specific language components, often affecting overall language proficiency. Teachers struggle with standardized rules and assessment criteria, leading to inconsistencies and subjective assessments. Despite engaging in speaking activities, regular assessments are rarely conducted, raising concerns about students' awareness and preparation for such assessments.

Research Question

How do students view the speaking evaluation concerning their own readiness for this type of assessment?

LITERATURE REVIEW

The literature review explores English language education in Lebanon, highlighting proficiency, curriculum challenges, underestimation of speaking abilities, and teacher assessment practices. It highlights the importance of proficiency, curriculum gaps, and the need for comprehensive assessments.

The global significance of English Language Proficiency (ESL)

The English language, a global language, has become a crucial tool for academic, professional, and individual success, offering broad educational opportunities and career advancement (Erling *et al.*, 2019). The study conducted by Rao *et al.*, (2019) King Faisal University on English as a Global Language highlights its importance in the interconnected world, dominating fields like international trade, diplomacy, mass entertainment, telecommunications, scientific publications, and newspapers, despite its diverse cultural and regional variations (Rao, 2019). The study examines the economic and educational benefits of international students in US higher education institutions, focusing on English proficiency's impact on academic and social adaptation, support mechanisms, and intercultural learning, with students generally satisfied with their proficiency (Andrade, 2009). The study explores the historical background of English, its global dissemination, and its future, revealing its influence on local languages and evoking emotions of satisfaction and disappointment among English speakers (Rohmah, 2005). The reasoning of Grade 8 Lebanese students when arguing about Socio-Scientific Issues (SSIs) versus scientific scenarios. Results show that students' reasoning is emotional in socio-scientific contexts, while scientific reasoning is based on macroscopic features. Cultural, social, and ethical considerations influence their decisions (Ghazal *et al.*, 2024). English competence is yet another prerequisite for job market demands in the global job-space (ROBBINS, 2017). In multinational corporations, English serves as the primary language for communication among employees from different countries. Businesses actively look for applicants who are able to translate this language into their daily work communication since it improves collaboration, helps exchange ideas, and develops cultural understanding in various workplaces. Additionally, English proficiency is particularly crucial in industries such as tourism, hospitality, and customer service, where interactions with international clients and customers are common (Dechabun, 2008).

Challenges in the Lebanese Curriculum

The Lebanese curriculum's focus on written exams overlooks oral communication, a crucial aspect of language proficiency, resulting in a significant lack of structured assessment for students' speaking abilities (Esseili, 2014). The Lebanese National Curriculum, despite GCED themes, faces challenges due to conflict and lack of support for progressive teaching and critical dialogue. Interviews reveal few teachers prioritize GCED constructs, leading to marginalization and the need for sustainable teaching practices (Ghosn-Chelala, 2020). Matta *et al.*, (2020) has stated that around 65.79% of Lebanese high school students and teachers lack knowledge and benefits of soft skills, and 38.6% confuse them with vocational skills. Despite familiarity with soft skills, 88% do not incorporate them into teaching practices (Matta, 2020). Lebanon's civil war

has left the third generation facing instability. A study examines the Peace Education Program at the first Montessori School in Lebanon, focusing on self-awareness, community-awareness, cultural-awareness, and environmental-awareness (Kotob & Antippa, 2020). A customizable Balanced Scorecard (BSC) performance management system template for Lebanon's Arts, Sciences and Technology University and other private higher education institutions to enhance organizational performance (Al Jardali *et al.*, 2021).

Underestimation of speaking skills and overemphasis on official exams

The study reveals that public school principals have stopped announcing oral grades to the Ministry of Education, highlighting a systemic bias towards written evaluations and underestimating the importance of verbal communication. This underestimation affects academic assessments and students' ability to engage in real-world scenarios, perpetuating a language education gap. A study on 11 Emirati female teachers in Abu Dhabi's public middle school revealed negative perceptions of the reform, including teacher marginalization and disempowerment due to foreigners, but also unexpected positive findings (Troudi & Jendli, 2011). The study explores the perceptions of principals and teachers in Armenian Schools in Lebanon regarding giftedness and programs, revealing the lack of established initiatives (Sinabian, 2021). To improve the English for Specific Purposes (ESP) curriculum for English as a Foreign Language (EFL) college learners at navigation school. The curriculum aims to enhance learners' productive language competences through hands-on training and extra-curricular activities, focusing on oral communication and ESP-oriented EGP, rather than immediate job needs.

Teacher evaluation practices and challenges in speaking evaluation

The study investigates alternative assessment strategies for English as a Foreign Language (EFL) teachers, revealing challenges in conducting such assessments due to weak pronunciation, grammar, and vocabularies among students and limited assessment time (Sa'diyah, 2020). The challenges teachers face in preparing assessment processes for ESP classrooms, emphasizing the importance of criteria, instruction, and feedback, fostering active student participation and language improvement (Ličen & Bogdanović, 2018). A multi-stage self-teaching-based perceptual objective metric for evaluating noise suppression algorithms. The study created a SVVR environment for EFL students to practice English in authentic contexts, using peer assessment and praise feedback. Results showed positive effects on English speaking, motivation, critical thinking, and anxiety reduction (Chien *et al.*, 2020). The study explores lower-secondary teachers' beliefs about feedback practice and its impact on student self-regulation, self-efficacy, and language skills. It found that most teachers connected feedback to awareness of assessment for learning, but a hidden accountability system hindered its full potential. The study also highlighted challenges in marking, student involvement, and dialogic feedback (Vattøy, 2020). In student evaluations of teaching, revealing that women and marginalized groups face significant biases in standard evaluations. The study suggests that the effect of gender is conditional upon other factors, and recommends the judicious use of SETs and avenues for future research. The findings highlight the need for more comprehensive research on

teaching evaluations (Kreitzer & Sweet-Cushman, 2021). A study in a Japanese university classroom found that successful engagement in speaking tasks is influenced by task features like nature, purpose, repetition (Aubrey *et al.*, 2022).

THEORETICAL FRAMEWORK

Social Learning Theory

Social learning theory suggests that individual learn through observing others behavior and attitudes and through modelling their own behaviour. In English speaking evaluations, student's perspectives and behaviour are influenced through social factors like teachers, attitudes, peers reactions, cultural norms and societal expectations (Akers & Jennings, 2015). The theory develop the attitude and beliefs about speaking evaluations and model their own behaviour.

METHODOLOGY

The study employs a qualitative approach, conducting focused group interviews with grade 8 students, to explore their perspectives on the inclusion of speaking assessments in the ESL curriculum.

Sample Population

This research focuses on analyzing speaking assessments in English language learning among grade eight students from six Mount Lebanon schools, incorporating diverse perspectives.

The following six schools were chosen for the study, each contributing unique experiences to the overall research:

Saint Anthony: 23 students will participate in three focused group interviews.

- Ishraq Maten: 21 students will participate in three focused group interviews.
- Ishraq Aley: 25 students will participate in three focused group interviews.
- ETSS: 17 students will participate in two focused group interviews.
- SNC: 27 students will participate in three focused group interviews.
- Al Hidaya: 21 students will participate in three focused group interviews.

Focused Group Interviews: Focused group interviews are used for data collection, promoting open discussion and diverse viewpoints among students. Semi-structured interview protocols ensure consistency and flexibility, while comfortable environments ensure a conducive environment for participants to express their thoughts.

Data Analysis: Thematic analysis is a method used to identify recurring themes and patterns in qualitative information, utilizing focused group interviews transcripts to extract valuable insights.

Ethical Contemplations: The study uses a qualitative approach and group interviews to understand grade eight students' perspectives on speaking assessments, ensuring ethical considerations and privacy.

RESULTS

Encouragement and classroom practice

Across all schools, students generally feel encouraged to speak more in English through classroom practice. One student from Saint Anthony Group 2 mentioned, "Yes, reading, listening, and watching videos," while a participant from IshraqMaten Group 3 highlighted, "Learning more phrases, we can learn more words and more vocabs."

Perception of Speaking Evaluation

The majority of students, irrespective of the school, view the evaluation of speaking skills positively. A consistent sentiment is expressed, such as "It is a good thing to do" (Hidaya Group 2) and "Something very interesting, self-evaluation, it boosts our confidence and improves our language" (ETSS group 2).

Teacher Preparation and Support

A prevailing concern is the perception that teachers are not adequately preparing students for speaking evaluations. Responses such as "No" (IshraqAley Group 1) and "We haven't done any speaking test but we practice" (Saint Anthony Group 3) are indicative of this shared sentiment. Family support is considered crucial for improving speaking skills across schools, with suggestions like "Speak English, watch English movies, read stories" (ETSS Group 3) and "Yes, old generations are not really into the English language, so they try to get the most out of us" (SNC Group 2).

Preparation Methods

Students commonly employ practices like reading, watching videos, and engaging in overall language practice to prepare for speaking evaluations. Recommendations include "Practice, read more, watch videos" (Hidaya Group 2) and "Discussing with others, rehearsing, researching" (IshraqMaten Group 2).

Perceived Differences in Speaking Evaluations:

The students acknowledge differences between speaking evaluations and other assessments. Themes include being free to talk, not caring about grammar, and emphasizing communication. Quotations such as "It is different because we should use all our skills in it, and we should improve our fluency" (IshraqMaten Group 3) reflect this sentiment.

Emotional Responses and Fairness

Nervousness or anxiety is a common emotion associated with preparing for speaking evaluations, with responses like "Yes" (Saint Anthony Group 1) and "Yes, being bullied or others laughing at us" (SNC Group 3). Despite nervousness, students unanimously agree that it is fair to be evaluated on speaking skills, emphasizing the importance of improvement.

Accuracy of Speaking Evaluations

Students across schools believe that speaking evaluations accurately measure language proficiency. Common sentiments include "Yes, by chatting, talking" (Hidaya Group 1) and "Yes, but it is not the only one; it should be combined with other skills" (IshraqAley 1).

Suggestions for Improvement

Students from diverse schools express positive attitudes towards classroom practice, emphasize family support, and express concerns about teacher preparation for speaking evaluations. They suggest dynamic evaluation methods, competitions, debates, and on-the-spot assessments, emphasizing the need for a comprehensive approach.

DISCUSSION

An encouragement strategy in design education, using the tripartite model of encouragement and grounded theory principles, and develops strategies for teachers to reflect and grow (Li, 2021). A study using 232 elementary classroom observations and student questionnaires confirmed a model linking teacher practices to students' sense of community. The model showed that prosocial values, encouraging cooperation, warmth, and reduced extrinsic control were related to student behaviors and a sense of community. The model was appropriate for schools with high and low poverty levels (Solomon *et al.*, 1996). Globalization has led to English as the lingua franca in countries like Lebanon, encouraging English learning and communication. Classroom assessment techniques, including formative and summative judgments, have been used to motivate ESL students to learn English. A study evaluating thirteen papers identified three dominant themes: classroom assessment practices, corrective feedback, and self-monitoring, and three sub-themes: self-confidence, active participation, and safe classroom environment (Bazhouni). The study examined language support practices among Lebanese preschool teachers and the roles of speech and language therapists. Results showed both groups recognize language development support, but differences were found regarding communication strategies for children with communication needs (Kouba Hreich *et al.*, 2020). High school students' attitudes towards the English language in Lebanon, focusing on the use of English both inside and outside schools. The research, involving 52 questionnaires from two schools, found that students from lower middle class were more inclined to use English to improve their social status, and both groups agreed that English is essential for their progress (Chehimi, 2021). The challenges faced by English Foreign Language students at Lebanese University in virtual online learning, revealing students' preference for face-to-face classes, lack of computer proficiency, motivation, and economic marginalization (Bakkar, 2021). Language variety, domains, grade, and gender affect children's trust in testimony in elementary schooling in Lebanon. English is preferred in science, followed by Modern Standard Arabic and Lebanese dialect. However, Modern Standard Arabic has marginal preference. The findings suggest alternative language allocation approaches (Mowed, 2023). The study analyzed 1319 Indonesian secondary school students, dividing them into secular and Islamic groups. Results showed significant differences in reading and listening skills, with Madrasah students performing better. Factors like school system, sectors, and gender also influenced performance (Nawas *et al.*, 2023). The study at KRI University found that English as a Foreign Language (EFL) students in Iraq's Kurdistan Region struggle with their speaking abilities due to factors like lack of confidence and poor word choice, suggesting the need for task-based instruction (Muhi & Dajang, 2022). The study adapted English for Children (EF) tests to Arabic and examined the developmental trajectories of Lebanese children in four EF

domains. Results showed a main effect of age and parental education level, while gender had no significant effect (Roukoz *et al.*, 2021). The Speaking curriculum in English Language Teaching (ELT) departments in private universities in Erbil, Iraq. It uses Stufflebeam's evaluation model and CIPP to understand students' and instructors' perspectives on goals, objectives, teaching methodologies, environment, materials, and assessments. The study aims to recommend changes for a more engaging and accurate language teaching approach (Ali & Celik, 2020). The impact of English language policy on educational access and future success in a private university in Lebanon. It highlights the challenges faced by marginalized students, including stress and inequality due to poor schooling experiences. The findings suggest improvements in K-12 public instruction and changes in higher education expectations (Al Khalili, 2021). To enhance Education for Sustainable Development (ESD) in grade ten teaching practices by designing a multidisciplinary model, implementing it in a Lebanese school, and evaluating its impact on students' knowledge, skills, attitudes, and Lebanese context awareness. Changes in curriculum, instruction, extracurricular activities, educational leadership, professional development, and community partnerships (Shayya *et al.*). The study investigates the perceptions of students, native English speaking teachers (NESTs), and non-native English speaking teachers (NNESTs) in three Intensive English Programs in Lebanon. It reveals that teachers are considered native if they grew up in a native speaking country and carry accents of the "middle" countries. NESTs are considered better teachers of oral skills, while NNESTs are perceived as better teachers of grammar and culture. Both groups agree that NESTs vary their use of materials more and communicate better with students due to their shared culture and first language (Hadla, 2013).

The impact of various factors on the reception of English teaching approaches, including cultures of learning, teachers' beliefs, and material conditions. A case study of four teachers implementing a consciousness-raising approach to grammar instruction in a Lebanese secondary school found that both teachers and students generally felt positive about the approach. However, CR needs to be integrated into the regular skills syllabus to ensure its effectiveness (Svalberg, 2005). Whereas, 13 EFL instructors and 86 students in Lebanon about humor's use in higher education, finding positive attitudes but highlighting the need for more effective training (Joudi & Ayoub, 2023). Inclusive education in the Lebanese educational context, highlighting its benefits for both regular and special needs students. It also discusses the contemporary definition of inclusive education, its implementation, and the challenges faced in the Lebanese educational system. The chapter aims to provide a foundation for further research and practices in student inclusion (Al-Hroub & Jouni, 2023). The Living Values Educational Program significantly impacted the behaviors and attitudes of 76 Lebanon elementary school students, with the program's values, Peace, Respect, and Love, significantly influencing their self-perceptions (Hassan & Kahil, 2005). Lebanese primary school teachers regarding gifted students found cultural differences. Despite no specific policies, education is highly regarded. Data from 281 teachers across three governorates revealed a generally positive attitude but limited awareness of evidence from Western practices. The findings suggest the need for effective teacher education and improved identification of gifted students (Antoun *et al.*, 2020).

Conclusion

The findings of the focused group interviews across diverse schools in Mount Lebanon shed light on students' perspectives regarding the integration of speaking evaluations in English language learning. The importance of interactive language strategies and the impact of practical speaking tests on assessing students' development have been explored. Through a qualitative lens, the participants provided insights into their experiences, attitudes, and preferences, offering a nuanced understanding of the challenges and opportunities associated with speaking assessments within the ESL curriculum.

Key Findings

- Students express encouragement for more English practice in various classroom activities, highlighting the potential for leveraging existing practices to enhance speaking skills.
- The majority of students view speaking evaluations positively, recognizing the benefits they bring to improving their communication skills.
- Across schools, there is a shared concern about the perceived inadequacy of teacher preparation for speaking evaluations, indicating a need for enhanced professional development.
- Students consistently highlight the significance of family support in improving their speaking skills, emphasizing activities such as speaking English, watching English movies, and reading stories.
- Commonly employed preparation methods include reading, watching videos, and engaging in overall language practice, reflecting students' self-directed learning approaches.

Recommendations

- To address the recognized challenges and capitalize on the opportunities uncovered by the students' perspectives, several suggestions are proposed.
- Improving Teacher Training is essential to improving the viability of teaching and assessing speaking aptitudes. Investing in comprehensive teacher training programs and continuous professional improvement will provide teachers with the vital strategies to form a steady environment conducive to oral language advancement.
- A Curriculum Reevaluation is fundamental to guarantee a more adjusted assessment approach inside the ESL curriculum. This includes changing the curriculum to adequately assess speaking aptitudes and giving clear rules and benchmarks for instructors to consolidate interactive language techniques into their teaching strategies.
- Promoting Family Engagement is imperative in cultivating a collaborative approach to language learning. Actualizing activities that empower family involvement in supporting students' language advancement will contribute to a more holistic and strong learning environment.
- Aligning Assessments with Student Learnings is key to improving engagement and inspiration. Incorporating components of students' preferred preparation strategies, such as watching movies, engaging in discussions, and participating in challenges, into the plan of appraisal materials will make the evaluation handle more relatable and compelling.
- Addressing Emotional Aspects associated with speaking assessments is essential for creating a more candidly secure

space for students during appraisals. Recognizing and implementing methodologies to manage the emotional angles tied to speaking assessments will contribute to a positive and strong assessment environment.

Acknowledgment

I would like to extend my deepest gratitude to all those who have supported me throughout this journey. My heartfelt thanks go to my colleagues at Saint Joseph University of Beirut for their unwavering encouragement and insightful feedback, which have been instrumental in the completion of this work. I am especially grateful to my mentors for their guidance and wisdom, and to my family and friends for their constant support and understanding. Finally, I would like to express my sincere appreciation to the Saint Joseph University of Beirut for providing the resources and environment conducive to this research. Special thanks to all the anonymous reviewers whose constructive comments helped improve the quality of this manuscript.

Statement of Competing Interest

The author declares that there are no competing interests regarding the publication of this paper.

List of Abbreviation

ESL - English as a Second Language
 SLT - Social Learning Theory
 Mt. Lebanon - Mount Lebanon
 FGI - Focused Group Interviews
 TA - Thematic Analysis

REFERENCES

- Akers, R. L., & Jennings, W. G. (2015). Social learning theory. *The handbook of criminological theory*, 230-240.
- Al-Hroub, A., & Jouni, N. (2023). Inclusive education in Lebanon: An overview of the concept and its implementation. *School inclusion in Lebanon: Integrating research on students with giftedness and learning disabilities into practice*, 25-36.
- Al Jardali, H., Khaddage-Soboh, N., Abbas, M., & Al Mawed, N. (2021). Performance management systems in Lebanese private higher education institutions: design and implementation challenges. *Higher Education, Skills and Work-Based Learning*, 11(2), 297-316.
- Al Khalili, T. (2021). Marginalized students and linguistic challenges at intensive English programs in Lebanon. *Policy development in TESOL and multilingualism: Past, present and the way forward*, 149-159.
- Alek, A., Marzuki, A. G., Farkhan, M., & Deni, R. (2020). Self-assessment in exploring EFL students' speaking skill. *Al-Ta lim Journal*, 27(2), 208-214.
- Ali, L. N., & Celik, S. (2020). Evaluation of Speaking Curriculums at the Erbil Private Universities using Context, Input, Process and Product model. *QALAAI ZANIST JOURNAL*, 5(1), 172-193.
- Andrade, M. S. (2009). The effects of English language proficiency on adjustment to university life. *International Multilingual Research Journal*, 3(1), 16-34.
- Antoun, M., Kronborg, L., & Plunkett, M. (2020). Investigating Lebanese primary school teachers'

- perceptions of gifted and highly able students. *Gifted and Talented International*, 35(1), 39-57.
- Aubrey, S., King, J., & Almukhaild, H. (2022). Language learner engagement during speaking tasks: A longitudinal study. *RELC Journal*, 53(3), 519-533.
- Bakkar, B. B. (2021). Lebanese University Non-English Speaking Students Experience with E-Technology-Driven Lectures Delivered in the English Medium of Instruction: Students' Perspectives. *International Journal of Second and Foreign Language Education*, 1(2), 1-24.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skills. *British journal of arts and social sciences*, 2(1), 34-50.
- Bazhouni, M. The Efficacy of Classroom Assessment Techniques in Motivating Lebanese Students to Learn.
- Chehimi, G. M. (2021). Lebanese Students' Attitudes toward English: An Exploratory Study. *English Linguistics Research*, 10(2), 20-32.
- Chien, S.-Y., Hwang, G.-J., & Jong, M. S.-Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers & Education*, 146, 103751.
- Dechabun, P. B. (2008). *The implementation of English language skills of Thai students during the internship in the hospitality service workplaces* University of Canberra].
- Degirmenci, R. (2021). The use of Quizizz in language learning and teaching from the teachers' and students' perspectives: A literature review. *Language Education and Technology*, 1(1), 1-11.
- Esseili, F. (2014). English language teaching in Lebanese schools: Trends and challenges. *Teaching and learning English in the Arabic-speaking world*, 101-114.
- Ghazal, I., Boujaoude, S., & Hokayem, H. (2024). Grade 8 Lebanese students' reasoning and decision-making about scientific versus socio-scientific issues. *International Journal of Science Education*, 1-24.
- Ghosn-Chelala, M. (2020). Global citizenship education in conflict-affected settings: Implications of teachers' views and contextual challenges for the Lebanese case. *Teaching and Teacher Education*, 93, 103078.
- Hadla, Z. (2013). Student and teacher perceptions of native and non-native English speaking teachers in the Lebanese context.
- Hassan, K. E., & Kahil, R. (2005). The effect of "Living Values: An educational program" on behaviors and attitudes of elementary students in a private school in Lebanon. *Early Childhood Education Journal*, 33, 81-90.
- Joudi, N. S., & Ayoub, N. N. (2023). Potent Roles of Humor in EFL Classes in Higher Education: An Exploratory Study of Lebanese Perspectives. *ESI Preprints*, 23, 29-29.
- Karam, F. J., Kibler, A. K., & Yoder, P. J. (2017). "Because even us, Arabs, now speak English": Syrian refugee teachers' investment in English as a foreign language. *International Journal of Intercultural Relations*, 60, 169-182.
- Kawashima, T. (2023). Student perceptions of Grammarly, teacher's indirect and direct feedback: Possibility of machine feedback. *Japan Association for Language Teaching Computer Assisted Language Learning Journal (JALT CALL Journal)*, 19(1).
- Kotob, M., & Antippa, V. (2020). Peace education: A case study of a Montessori school in Lebanon. *Millennium Journal of Humanities and Social Sciences*.
- Kouba Hreich, E., Moitel Messarra, C., Martinez-Perez, T., Richa, S., & Maillart, C. (2020). Supporting language development in Lebanese preschools: SLT and pre-KT practice and perception of roles. *International Journal of Language & Communication Disorders*, 55(6), 988-1004.
- Kreitzer, R. J., & Sweet-Cushman, J. (2021). Evaluating student evaluations of teaching: A review of measurement and equity bias in SETs and recommendations for ethical reform. *Journal of Academic Ethics*, 1-12.
- Li, X. (2021). The Application of Teachers' Encouragement in Design Classroom. *Advances in Creativity, Innovation, Entrepreneurship and Communication of Design: Proceedings of the AHFE 2021 Virtual Conferences on Creativity, Innovation and Entrepreneurship, and Human Factors in Communication of Design*, July 25-29, 2021, USA,
- Ličen, B., & Bogdanović, V. (2018). TEACHING ASSESSMENT TO DEVELOP ESP STUDENTS'SPEAKING SKILLS. *Facta Universitatis, Series: Linguistics and Literature*, 263-271.
- Matta, J. E. (2020). *Investigating the incorporation of soft skills instruction in the school curriculum: a case study of a private school in Lebanon* Notre Dame University-Louaize].
- Mowed, L. (2023). *The Impact of Language Varieties and Domains on Lebanese Elementary School Students' Trust in Testimony*
- Muhi, Z. H., & Dajang, I. N. (2022). An Investigation of English as Foreign Language Students' Attitudes Toward Improving their Speaking Abilities at KRI Universities.
- Nawas, A., Darmawan, I. G. N., & Maadad, N. (2023). Indonesian secular vs. Madrasah schools: assessing the discrepancy in English reading and listening tests. *Language Testing in Asia*, 13(1), 52.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- ROBBINS, A. B. (2017). Establishing an International. *Building Better Students: Preparation for the Workforce*, 303.
- Rohmah, Z. (2005). English as a global language: Its historical past and its future. *Jurnal Bahasa & Seni*, 33(1), 106-117.
- Roukoz, C., Guerra, A., Le Gall, D., Ghazi, M., & Roy, A. (2021). Development of executive functions in Lebanese children. *Developmental Neuropsychology*, 46(2), 121-135.
- Sa'diyah, A. (2020). Alternative Assessment Practices and Difficulties on EFL Students' Speaking Skill. *International Joint Conference on Arts and Humanities (IJCAH 2020)*,
- Saba'Ayon, N. (2013). *Lebanese English as a Foreign Language: Teachers' Conceptions of Teaching and Their Practice in Lebanese Public High Schools* University of Sussex].
- Shaaban, K. (2000). Assessment of young learners' achievement in ESL classes in the Lebanon. *Language Culture and Curriculum*, 13(3), 306-317.
- Shayya, J. K., Mekhael, E., & Ayoubi, Z. Education for Sustainable Development, Multidisciplinary Model for Grade 10 in Lebanese Schools Design, Implementation, Evaluation.
- Sinabian, L. (2021). *Principals' and Teachers' Perceptions of Giftedness and Programs for Gifted Students at the Armenian Schools in Lebanon* Lebanese American University].
- Solomon, D., Battistich, V., Kim, D.-i., & Watson, M. (1996). Teacher practices associated with students' sense of the

- classroom as a community. *Social Psychology of Education*, 1(3), 235-267.
- Svalberg, A. M. (2005). Consciousness-raising activities in some lebanese english language classrooms: teacher perceptions and learner engagement. *Language Awareness*, 14(2-3), 170-190.
- Troudi, S., & Jendli, A. (2011). Emirati students' experiences of English as a medium of instruction. In. Peter Lang Publishers.
- Tsang, A. (2017). EFL/ESL teachers' general language proficiency and learners' engagement. *RELC journal*, 48(1), 99-113.
- Vattøy, K.-D. (2020). Teachers' beliefs about feedback practice as related to student self-regulation, self-efficacy, and language skills in teaching English as a foreign language. *Studies in Educational Evaluation*, 64, 100828.
- Vinnikainen, K. (2022). *The Importance of Language Proficiency for Career Success in the Export Industry*
